What are the characteristics of effective models and strategies for ELL education?: A Checklist

Does the model or strategy	
	base it's recommended practices on rigorous research?
	consider that it takes up to about 7 years to acquire academic proficiency in a second language?
	take into consideration the difference between language acquisition and language learning?
	respect the silent period, monitor, affective filter and other research-based language acquisition theories?
	clearly identify the language, culture, and content objectives for students?
	carefully consider the appropriateness of content for student age and educational background?
	use a vast variety of supplementary materials to support content?
	adapt content to meet the needs of a variety of student language levels?
	teach the target language through content instruction and with speaking, listening, reading, and writing activities?
	focus on making classroom content comprehensible or, in other words, messages and communication meaningful?
	create a classroom environment that is comfortable and non-threatening for second language learning?
	promote listening to student talk about familiar topics such as home and community?
	provide frequent opportunity for students to interact with each other and the teacher during instructional activities?
	encourage interaction with students in ways that respect students' preferences for speaking that may be different from the teacher's, such as wait-time, eye contact, etc?
	encourage students' use of first and second languages in instructional activities when appropriate according to the research-based language learning model chosen?
	encourage students to use content vocabulary to express their understanding?
	(adapted from Gallagher-Geurtsen, 2007; Echevarria, Vogt & Short, 2008; CREDE, 2005)

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